

English Language Learner Proficiency Standards



Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, UT
84114-42000

Patti Harrington, Ed.D.
State Superintendent of Public Instruction

October 2007

English Language Learner Proficiency Standards

Utah State Office of Education
250 E 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

Patti Harrington, Ed.D.
State Superintendent of Public Instruction

Brenda Hales, Associate Superintendent
Student Achievement and School Success

Brett Moulding, Director
Curriculum and Instruction

Gerolynn Hargrove, Coordinator
Curriculum

Kathrine Whittekiend, Specialist
Curriculum



October 2007

© Utah State Office of Education

Members of the Utah State Board of Education

250 East 500 South/PO Box 144200
Salt Lake City, UT 84114-4200

District 1

Teresa L. Theurer
33 Canterbury Lane
Logan, UT 84321
(435) 753-0740
teresatheurer@aol.com

District 2

Greg W. Haws
5841 W. 4600 S.
Hooper, UT 84315
(801) 985-7980
gregwhaws@aol.com

District 3

Richard Moss
3514 E. Fairway Circle
Spanish Fork, UT 84660
(801) 787-1676
Moss05@msn.com

District 4

Richard Sadler
875 Edgewood Dr
Ogden, UT 84403
(801) 479-7988
rsadler@weber.edu

District 5

Kim R. Burningham
932 Canyon Crest Dr.
Bountiful, UT 84010
(801) 292-9261
krb84010@aol.com

District 6

Michael G. Jensen
4139 S. Aubrey Lane
West Valley City, UT 84128
(801) 968-5960
jensen1brit@earthlink.net

District 7

Randall Mackey
1172 E 100 S
Salt Lake City, UT 84102
(801) 575-5000
rmackey@mpwlaw.com

District 8

Janet A. Cannon
5256 Holladay Blvd.
Salt Lake City, UT 84117
(801) 272-3516
j.can@mac.com

District 9

Denis Morrill
6024 S 2200 W
Taylorsville, UT 84118
(801) 969-2334
denguatemala3@yahoo.com

District 10

Laurel Brown
5311 S. Lucky Clover Lane
Murray, UT 84123
(801) 261-4221
laurelobrown@hotmail.com

District 11

Bill Colbert
14866 Village Vista Dr.
Draper, UT 84020
(801) 572-1608
billcolbert@gmail.com

District 12

Mark Cluff
645 W Hubbard Cir
Alpine, UT 84004
(801) 756-7623
markcluff@comcast.net

District 13

Tom Gregory
1056 W 1150 S
Provo, UT 84601
(801) 607-4702
tomg@byu.net

District 14

Dixie Allen
218 West 5250 North
Vernal, UT 84078
(435) 789-0534
dxlallen@yahoo.com

District 15

Debra G. Roberts
P.O.Box 1780 Beaver, UT
84713
(435) 438-5843
debrar@netutah.com

Board of Regents Representative

Josh M. Reid
201 S Main, Suite 1800
Salt Lake City, UT 84111
(801) 536-6787
jreid@parsonsbehle.com

Board of Regents Representative

Rosanita Cespedes
1470 S 400 E
Salt Lake City, UT 84115
(801) 466-7371
rosanita.cespedes@slcgov.com

CMAC Representative Cyndee Miya

1833 Ridge Road
Layton, UT 84040
(801) 546-4830
clmiya@dsdmail.net

Patti Harrington, Executive Officer

**Twila B Affleck,
Secretary**

Utah's Academic English Language Proficiency Standards

K-12

Introduction

The goal in developing Utah's English Language Proficiency Standards is to provide support for English language learners. The English Language Proficiency Standards provide guidance in the following ways: (1) Define the academic English proficiency, by grade band, for students to access the Utah Core Curricula objectives; (2) Establish criteria for Utah's Academic English Language Proficiency Assessment (UALPA).

The continuing challenge for educators is how to provide all students with an excellent and accessible education. The challenge of learning is intensified for the more than 52,000 Utah English language learners (ELLs) who must meet the core academic standards while still only having emerging academic English language skills. The English Language Proficiency Standards articulate the English language skills necessary to be successful in school.

It is important to note these expectations do not limit, but provide a range of academic pathways to achieve proficiency, and apply regardless of the grade level at which students enter Utah schools. The standards identify listening, speaking, reading, and writing skills across the proficiency levels of pre-emergent, emergent, intermediate, advanced, and fluent.

The English Language Proficiency Standards are not specific to a single type of English language instruction educational program or classroom setting (e.g., Mainstream English, English Immersion, Dual Language, Early Transition-Bilingual, and Late Transition Bilingual). Each student should receive instruction reflecting his/her proficiency in English, with meaningful access to grade-level academic content. Utah's English Language Proficiency Assessment standards do not replace the Core Curriculum. It identifies the levels of academic language acquisition of a student. However, the standards provide information about the skill level at which students can access the core curriculum. Students should have access to the general curriculum in addition to language acquisition instruction, regardless of language proficiency level. The ELL assessment standards, objectives, and expectations help the classroom teacher identify the basic skills that ELLs (as identified by their proficiency level [P, E, I, A, F]) need to access the state curriculum. These language domains/modalities (listening, speaking, reading, and writing) should be used to guide instruction for the core curriculum. Districts will determine the instructional services provided for each ELL.

English Language Proficiency Levels

Pre-Emergent (P) Level: The student has limited or no understanding of oral or written English, and therefore will be participating by listening. The student may demonstrate comprehension by using a few isolated words or expressions of speech. The student typically draws, copies, or responds verbally in his/her native language to simple commands, statements, and questions. The student may begin to understand language in the realm of basic communication. Reading and writing are significantly below grade level. The student is identified at the P level on the UALPA.

Emergent (E) Level: The student understands and responds to basic social conventions, simple questions, simple directions, and appropriate-level text. In general, the student speaks, reads, and writes using single phrases or sentences with support. The student may begin to use minimal academic vocabulary with support and participate in classroom routines. The student is identified at the E level on the UALPA.

Intermediate (I) Level: The student understands and speaks conversational and academic English with decreasing hesitancy and difficulty. The student is developing reading comprehension and writing skills, with support. The student's English literacy skills allow for demonstration of academic knowledge. The student reads and writes independently for personal and academic purposes, with some persistent errors. The student is identified at the I level on the UALPA.

Advanced (A) Level: The student understands and speaks conversational and academic English language. The student demonstrates reading comprehension and writing skills, but may need continued support when engaged in complex academic tasks that require increasingly academic language. The student is identified at the A level on the UALPA, but is not proficient on the ELA CRT. The student continues to be assessed annually on the UALPA and CRT.

Fluent with Monitoring (F) Level: The student is identified at the A level on the UALPA and proficient on grade level ELA CRT (district literacy assessment K-1). The student is exited from the ELL program, having achieved fluency, and is monitored for up to two years after exit. For the purpose of calculating AYP, the student scores are counted in the ELL subgroup for two years after exit. The student no longer receives federal funds. During the two-year monitoring period, the school may reevaluate student to change proficiency level as appropriate. At the conclusion of the two years, the F designation is removed.

Language Proficiency Modality Level Descriptors					
Proficiency Level:	Pre-Emergent	Emergent	Intermediate	Advanced	Fluent
Language Domain:					
Listening	Participates by listening, with limited or no understanding.	Participates in classroom routines, showing understanding of phrases and short sentences with support.	Understands more complex speech and formal language, but still needs some support and repetition. Understands and participates with decreasing hesitancy and difficulty.	Has developed proficiency in academic English language.	Participates fully in listening activities. Students at this level are functioning effectively in an environment with native English speaking peers; therefore, this proficiency level reflects achieved competence in the expectation as required of all students.
Speaking	May respond using a few isolated words or expressions of speech.	Typically has minimal expressive vocabulary, but may respond with single words, short phrases, or simple sentences with support. Uses minimal academic vocabulary.	Participates actively in most social and classroom tasks using simple sentences, with some grammatical errors and limited specialized content language.	Participates actively in social and academic tasks.	Has achieved English language fluency. Students at this level are functioning effectively in an environment with native English speaking peers; therefore, this proficiency level reflects achieved competence in the expectation as required of all students.
Reading	May construct meaning from text using non-print features (e.g., illustrations, tables).	Begins to locate specific, predictable information in simple everyday or environmental print.	With some support, reads about various topics using different genres.	Has developed proficiency in English language literacy skills.	Participates by using grade-level text. Students at this level are functioning effectively in an environment with native English speaking peers; therefore, this proficiency level reflects achieved competence in the expectation as required of all students.
Writing	Typically draws and/or copies, or responds verbally using his/her native language.	Writes single words and short phrases using appropriate-level text with support.	Writes using different genres for a variety of audiences with persistent errors. Writes independently for personal and academic purposes with persistent errors.	May need continued support when engaged in complex academic tasks that require increased academic language.	Writes classroom assignments correctly. Students at this level are functioning effectively in an environment with native English speaking peers; therefore, this proficiency level reflects achieved competence in the expectation as required of all students.

Kindergarten

Standard I: Listening – Comprehend and interpret the spoken language of others.

Objective 1: Identify specific purposes for listening to others and respond appropriately.

Expectations	P	E	I	A	F
1. Listen to others to gain information.	Demonstrate understanding of pictures and symbols in the classroom using nonverbal responses.	Demonstrate understanding by following suggestions and imitating others in classroom activities.	Demonstrate comprehension of instruction by pointing, moving, circling an answer, or matching with one or two words.	Demonstrate comprehension of specific information (e.g., adjectives; negation—not, none; prepositions—under, above) by recognizing language.	Demonstrate comprehension of oral stories (e.g., main idea and some supporting details) by verbal or nonverbal response.
2. Follow simple oral commands or directions.	Listen and follow a simple classroom command that is modeled.	Listen and follow simple one-step directions with support.	Listen and follow simple two-step oral directions.	Listen and follow multiple-step directions.	Listen and respond to oral commands and directions using classroom language at grade level.
3. Respond through gestures or one-word responses (e.g., taking turns, requesting and sharing classroom materials).	Respond to commands that are modeled with gestures or words.	Respond by taking turns or sharing materials during classroom activities.	Respond and demonstrate comprehension of information by pointing, moving, or circling an answer.	Respond to simple requests with words or phrases.	Respond to requests using classroom language at grade level.

Kindergarten

Standard I: Listening – Comprehend and interpret the spoken language of others.

Objective 2: Listen to peers, teachers, and others to clarify, question, and extend conjectures (e.g., supposition, guess, assumption, inference).

Expectations	P	E	I	A	F
1. Listen to the ideas of others.	Listen to basic language of others when visual support is provided.	Listen and understand spoken language on familiar topics with visual support.	Listen to teachers and others to comprehend spoken language.	Listen for understanding and purpose and comprehend and interpret the spoken language.	Demonstrate comprehension by summarizing or paraphrasing classroom themes or stories.
2. Restate ideas and/or ask questions to clarify ideas.	Repeat simple words.	Repeat simple phrases.	Demonstrate comprehension of a story's main characters and plot line by responding in simple sentences and/or asking simple questions.	Listen, ask, and/or respond in complete sentences to informational questions (who, what, when, where, why) about text.	Demonstrate comprehension by asking in complete sentences clarifying questions about classroom themes or stories.
3. Engage in discussions with others.	Does not apply to Pre-Emergent K-level.	Listen to and imitate teachers and peers in classroom activities and discussions.	Engage in peer conversations by taking turns and asking questions.	Engage in conversations and discussions with peers or teachers by exchanging information and asking questions.	Initiate conversations and discussions with peers or adults.

Kindergarten

Standard II: Speaking – Formulate ideas and communicate ideas effectively to others.

Objective 1: Use academic language to express ideas coherently and clearly to peers, teachers, and others.

Expectations	P	E	I	A	F
1. Use academic vocabulary to describe concepts (e.g., observe, describe, compare, sort, classify) in content areas.	Use gestures or one-word responses to communicate understanding or lack of understanding.	Orally label a chart or picture using academic vocabulary words after instruction.	Answer simple factual questions about familiar material with visuals after instruction and modeling.	Ask and answer factual questions about familiar material after instruction.	Explain simple concepts using grade-level academic vocabulary.
2. Explore problems arising from classroom academic activities (e.g., identifying objects, communicating needs, and categorizing or classifying vocabulary and/or objects) and describe the results of the exploration.	Identify everyday objects described orally with visual support (e.g., classroom supplies, household items).	Orally state the uses of everyday objects and sort them with support.	Produce phrases and short sentences to express ideas or demonstrate ideas.	Produce sentences to communicate basic needs, and express ideas using a wider variety of social and academic language.	Participate in conversations and academic discussions, speaking clearly and using complete sentences.
3. Explain academic concepts using phrases or complete sentences incorporating correct grammatical forms (e.g., verb/subject agreement).	Does not apply to Pre-Emergent K-level.	Answer direct questions with gestures or single words.	Respond to questions or express ideas using phrases or simple sentences.	Respond to questions or express ideas using simple sentences.	Respond to questions or express ideas using correct sentences.

Kindergarten

Standard II: Speaking – Formulate ideas and communicate ideas effectively to others.

Objective 2: Speak in a variety of situations for a variety of purposes and audiences.

Expectations	P	E	I	A	F
1. Participate in simple songs and initial social conversations using yes/no responses.	Participate in chants, songs, and social situations with gestures and modeling.	Use common social greetings correctly with prompting and modeling (e.g. “Hello”; “Thank you”).	Respond to conversational questions and social greetings in simple sentences with some grammatical errors and limited specialized language.	Describe familiar experiences and interests, and respond to social greetings.	Describe and share simple personal experiences and school-related activities, and communicate ideas in social settings.
2. Express needs and feelings verbally and nonverbally.	Express feelings and needs using gestures, simple words and visuals.	Produce one-word responses and/or gestures to answer questions and express needs and feelings.	Produce two or more words to express needs and feelings.	Express likes/dislikes, and communicate ideas by using phrases or simple sentences.	Express feelings and needs in a variety of situations using complete sentences.
3. Engage in discussions through brainstorming and sharing strategies for solving problems.	Does not apply to Pre-Emergent K-level.	Participate in classroom brainstorming sessions and discussions using gestures and by following teacher’s modeling.	Engage in brainstorming sessions and discussions using classroom words and phrases commonly used in daily instruction.	Contribute to brainstorming sessions and classroom discussions with words or phrases to solve problems (e.g., negotiating roles in groups, situational activities assigned, suggestions or words given to complete assignments).	Engage in and initiate classroom discussions and brainstorming, showing problem-solving strategies and using the grade-level language of specific content areas (e.g., negotiating roles in groups, situational activities assigned, suggestions or words given to complete assignments).

Kindergarten

Standard III: Reading – Comprehend and interpret concepts from text.

Objective 1: Decode and spell words with increased vocabulary knowledge and appropriate usage.

Expectations	P	E	I	A	F
1. Develop phonological and phonemic awareness.	Recognize beginning sounds after direct instruction, modeling, and guidance.	Recognize beginning and ending sounds after direct instruction, modeling, and guidance.	Recognize words with the same beginning consonant sounds and ending consonant sounds in a series of words.	Substitute initial and/or final sounds (e.g., replace first sound in <i>mat</i> with /s/, say <i>sat</i> ; replace last sound in <i>mat</i> with /p/, say <i>map</i>).	Identify words with the same medial sounds in a series of words (e.g., long vowel sound: take, late, feet; short vowel sound: top, cat, pan; middle consonant sound: kitten, missing, lesson).
2. Understand how print is organized and read.	Recognize that printed materials are read from left to right with visual support.	Follow the words from left to right and from top to bottom on the printed page with support from the teacher.	Follow each word in a sentence, each syllable in a word, and the spacing between words by following along in a reading passage.	Demonstrate understanding of print by recognizing spacing, words, and punctuation on the printed page.	Demonstrate understanding of print by using spacing, words, punctuation, sentences, and paging to read or follow short passages.
3. Match print to sound.	Recognize sound to sound isolated phonemes (e.g., /f/, /s/, /j/, /d/, /i/) with teacher modeling.	Demonstrate understanding by matching sounds to words using visuals and teacher support.	Demonstrate understanding by matching sounds to words using visuals and teacher support without support.	Use letter/sound matching when hearing words in sentences, poems, and passages.	Use and match sounds in text to demonstrate knowledge of word parts.
4. Develop vocabulary knowledge and correct usage of terms.	Does not apply to Pre-Emergent K-level.	Begin to understand word meanings from pictures and respond to stories nonverbally (e.g., matching objects, pointing, and drawing).	Demonstrate understanding of one-word text by matching word to picture.	Demonstrate understanding of word meanings from one- or two-word text by responding using phrases or simple sentences.	Identify an academic content word used correctly.

Kindergarten

Standard III: Reading – Comprehend and interpret concepts from text.

Objective 2: Evaluate academic language and text with understanding and fluency.

Expectations	P	E	I	A	F
1. Develop fluency when reading aloud.	Match sounds to letters with visual support and modeling.	Recognize individual sounds of letters.	Recognize individual sounds of letters in words.	Recognize that sounds put together make words.	Recognize words in themes and stories.
2. Recognize numerals and other symbols in text (e.g., 4, +, =, ?, >).	Recognize a difference between numerals and other symbols with visual support.	Recognize letters, numerals, and other symbols by naming, pointing to, matching, or circling the correct answer.	Find matching numerals and other symbols presented in different sources.	Distinguish and sort letters, numerals, and other symbols.	Apply letters, numerals, and other symbols in classroom activities.
3. Interpret representations, graphs, and models.	Recognize representations, graphs, and models with simple labeling words with assistance (e.g., interpret a weather chart with pictures).	Recognize representations, graphs, and models by naming, pointing to, matching, or circling.	Distinguish among representations, graphs, and models.	Interpret representations, graphs, and models.	Use representations, graphs, and models in classroom activities.
4. Interpret text through the using of a sequence reading strategy.	Select pictures in sequential order in response to a story read orally with support.	Sequence a series of pictures to tell a story.	Match a series of pictures that tell a story with sequence words (e.g., first, then, last).	Select one-word titles read orally to match a series of pictures.	Sequence words, phrases, or sentences to tell a story.
5. Identify the main idea of text that is heard or read.	Does not apply to Pre-Emergent K-level.	Identify nonverbally the main idea from brief, simple text heard or read with visual support.	Identify the main idea from brief simple text heard or read with visual support by drawing a picture or using gestures or speaking.	Identify the main idea from brief, simple text heard or read with visual support by drawing a picture and using words and phrases.	Identify the main idea from brief, simple text heard or read with visual support by using words, phrases, and simple sentences.

Kindergarten

Standard IV: Writing – Compose and communicate ideas through writing.

Objective 1: Create and use representations to organize and communicate ideas.

Expectations	P	E	I	A	F
1. Write the alphabet accurately.	Recognize some letters in the alphabet with visual support.	Write some letters of the alphabet with visual support.	Write the letters of the alphabet using upper- or lower-case letters with support.	Distinguish between upper- and lower-case letters with support.	Write the alphabet using upper- and lower-case letters accurately without support.
2. Record, graph, and report observations.	Reproduce or trace pictures based on observations of classroom activities.	Produce drawings or labels based on classroom observations with visual support.	Copy, create, or label a list of classroom materials using letters or drawings with support.	Describe steps in a process (e.g., growing seeds) using drawings, words, or phrases with invented spellings.	Record brief explanations of observations using a template, drawings, words, and phrases with invented spellings.

Kindergarten

Standard IV: Writing – Compose and communicate ideas through writing.

Objective 2: Express ideas to peers, teachers, and others through written language.

Expectations	P	E	I	A	F
1. Write for a purpose and share products.	Trace or copy letters posted and commonly used in the classroom after instructional support.	Trace words commonly used in the classrooms.	Copy simple words about an event or character from a story.	Copy simple sentences about an event or character from a story.	Write and share copied sentences with small groups, whole class, and teachers.
2. Write original phrases and simple sentences.	Use pictures and simple words to demonstrate ideas after instruction and with support.	Demonstrate comprehension of a selection by using single words or creating illustrations with support.	Illustrate responses using short phrases demonstrating comprehension.	Write a response to text in phrases or simple sentences.	Produce independent writing using grade-level content language (e.g., math, science, and language arts).
3. Explain answers to questions, prompts, and other assignments in classroom activities in writing.	Does not apply to Pre-Emergent K-level.	Use picture prompts to create a story board.	Draw and label a picture to respond to an oral prompt.	Copy from a template or an example of an explanation in writing.	Write short sentences using a writing template or examples as a model. Using a writing template, copy short sentences.

Grades 1-2

Standard I: Listening – Comprehend and interpret the spoken language of others.

Objective 1: Identify specific purposes for listening to others' ideas and respond appropriately.

Expectations	P	E	I	A	F
1. Listen to the ideas of others to gain information.	Listen and identify symbols found in the classroom according to color or other physical attributes (e.g., "Find the door; it is brown"; "Find the clock; it is round.") after modeling.	Listen and respond with one or two words with visual support.	Listen and respond to a key idea guided by informational questions (e.g., who, when, where, what).	Listen, comprehend, and respond to others' spoken language, either individually or in classroom discussions.	Answer guided questions (e.g., who, when, where, what) by identifying inferred information from listening.
2. Identify and follow simple oral directions.	Follow simple spoken directions with visual support and modeling (e.g., to show spatial relations: "Put the book on the table").	Follow simple one-step spoken directions using manipulatives.	Listen and respond by following simple two-step oral directions.	Follow simple multiple-step oral directions.	Identify and follow the sequence in verbal directions with little support.
3. Respond appropriately to questions, commands, and directions.	Listen and respond to one-word commands or directions.	Listen and respond to classroom directions (e.g. "Line up for lunch"; "Go to the board").	Listen and respond to questions using grade-level language in short phrases or simple sentences.	Listen and respond to instructional questions using grade-level language in complete sentences.	Respond to information questions (e.g., who, what, where, when) and follow classroom directions (e.g., taking turns, joining group responses, requesting information).

Grades 1-2

Standard I: Listening – Comprehend and interpret the spoken language of others.

Objective 2: Listen to peers, teachers, and others to clarify, question, and extend.

Expectations	P	E	I	A	F
1. Listen to the words and ideas of others to clarify, question, and extend understanding.	Listen to basic language related to social interactions with limited understanding.	Listen to words and classroom instruction with limited understanding.	Listen and respond to various genres with visual support from text and classroom instruction.	Listen and respond to the ideas and questions spoken by others.	Listen and interpret the spoken language of others.
2. Listen to and clarify information from classroom academic activities and express opinions.	Does not apply to Pre-Emergent 1-2 grade level.	Listen to and express ideas in presentations using visual cues.	Listen to and use information to clarify discussions and classroom presentations.	Listen and respond to information to express ideas and opinions.	Listen to information and ask questions to clarify and express ideas and opinions.

Grades 1-2

Standard II: Speaking – Formulate ideas and communicate ideas effectively to others.

Objective 1: Use academic language to express ideas coherently and clearly to peers, teachers, and others.

Expectations	P	E	I	A	F
1. Use academic vocabulary to describe concepts (e.g., inferred, control, temperature, misconception, distance, product, factors, variable, perimeter, environment, near, far, neighbor, community, walk, run, hop, skip, slide, balance, fast, slow, high, low, up, down).	Use gestures or one-word responses to express understanding or lack of understanding.	Describe orally an event using gestures and simple one- or two-word responses or phrases.	Explain academic concepts (e.g., size, color, shape, location, addition and subtraction) in a presentation, with limited content language.	Describe and classify academic concepts (e.g., number sentences, community, measurements, and story elements).	Compare and contrast academic concepts (e.g., sorting, texture, communities, culture, and distance).
2. Generate and respond to questions about objects, events, and processes.	Does not apply to Pre-Emergent 1-2 level.	Produce phrases to communicate questions and ideas in social and academic settings.	Produce simple sentences to communicate questions and ideas in social and academic settings, with some grammatical errors.	Produce more complex sentences to communicate questions and express ideas in a wider variety of social and academic settings.	Ask questions, make requests, offer opinions, and state preferences in complete sentences.
3. Explain and justify reasoning and conclusions.	Does not apply to Pre-Emergent 1-2 level.	Respond to questions using simple phrases and sentences.	Respond to and explain academic questions using phrases or simple sentences, with limited content language and some grammatical errors.	Share an opinion and explain the reason for the choice.	Explain in small groups both sides of an issue, choose a side, and explain the reason for the choice.

Grades 1-2

Standard II: Speaking – Formulate ideas and communicate ideas effectively to others.

Objective 2: Speak in a variety of situations for a variety of purposes and audiences.

Expectations	P	E	I	A	F
1. Engage in conversations with others.	Respond to social greetings in the environment with gestures or one-word responses.	Participate in short social exchanges that have been modeled.	Formulate ideas in social and academic interactions using short phrases or simple sentences.	Participate in discussions with ideas and academic concepts.	Discuss academic concepts to formulate ideas for a variety of purposes and audiences.
2. Express needs, feelings, and ideas.	Express feelings and needs using gestures, visuals, or one-word responses.	Answer questions about needs, feelings, and ideas using words or short phrases.	Express feelings and ideas in social and academic interactions in short phrases or simple sentences.	Express needs, feelings, and ideas in social and academic interactions in complete sentences.	Relate feelings about an experience by telling a story in a logical sequence.
3. Engage in discussions through brainstorming and sharing strategies for solving problems.	Does not apply to Pre-Emergent 1-2 level.	Respond to questions using one-word responses, physical actions, or other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	Respond to discussions using a teacher-provided strategy for solving problems.	Interact with small groups for the purpose of selecting a strategy for problem solving.	Propose a problem and provide strategies for possible solutions.

Grades 1-2

Standard III: Reading – Comprehend and interpret concepts from text.

Objective 1: Decode and spell words with increased vocabulary knowledge and appropriate usage.

Expectations	P	E	I	A	F
1. Develop phonological and phonemic awareness.	Repeat beginning sounds after direct instruction, modeling, and guidance.	Repeat beginning and ending sounds after direct instruction, modeling, and guidance.	Recognize and produce words with the same beginning consonant sounds and ending consonant sounds in a series of words.	Identify words with the same medial sounds in a series of words (e.g., long vowel sound—take, late, feet; short vowel sound—top, cat, pan; middle consonant sound—kitten, missing).	Substitute initial and/or final sounds (e.g., replace first sound in <i>mat</i> with /s/, say <i>sat</i> ; replace last sound in <i>mat</i> with /p/, say <i>map</i>).
2. Understand how print is organized and read.	Recognize that printed materials are read from left to right with visual support.	Follow the words from left to right and from top to bottom on the printed page with support from the teacher.	Follow each syllable in a word, each word in a sentence, and the spacing between words by following along in a reading passage with teacher support.	Demonstrate understanding of print by recognizing spacing, words, and punctuation on the printed page.	Demonstrate understanding of print by using spacing, words, punctuation, sentences, and paging (e.g., read or follow short passages, write sentences, make a visual).
2. Match print to sound.	Repeat sounds to sound out isolated phonemes (e.g., /f/, /s/, /j/, /d/, /i/) with modeling.	Demonstrate understanding by matching sounds to words using visuals and teacher support.	Demonstrate understanding of sounds in written words with teacher support.	Use letter/sound matching when hearing words in sentences, poems, and passages.	Use and match sounds in text to demonstrate knowledge of word parts.
4. Develop vocabulary knowledge and correct usage of terms.	Identify common environmental print.	Respond to stories read aloud using one or two words and nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	Retell stories and events using academic language in phrases (e.g., math, science, language arts) to answer questions and validate understanding.	Demonstrate knowledge of grade-level word meanings from text using academic content language.	Use academic vocabulary of content areas (math, science, and language arts).

Grades 1-2

Standard III: Reading – Comprehend and interpret concepts from text.

Objective 2: Evaluate academic language and text with understanding and fluency.

Expectations	P	E	I	A	F
1. Develop fluency when reading aloud.	Follow along from left to right and from top to bottom with visual support.	Demonstrate fluency by decoding simple words.	Demonstrate automaticity in simple words to show fluency.	Demonstrate fluency by reading out loud to the teacher.	Demonstrate fluency and comprehension while reading aloud independently.
2. Recognize numerals and other symbols in text.	Recognize the difference between numerals and other symbols with visual support.	Identify letters, numerals, and other symbols by naming, pointing to, matching, or circling the correct answer.	Write letters, numerals, and other symbols as prompted.	Interpret numerals and other symbols presented in short phrases.	Apply symbols, numbers, and letters in classroom activities.
3. Interpret representations, graphs, and models.	Does not apply to Pre-Emergent 1-2 level.	Identify representations, graphs, and models by naming, pointing to, matching, or circling the correct answer.	Interpret representations, graphs, and models with support.	Create a graph, model, or representations.	Apply representations, graphs, and models to classroom situations.
4. Identify the components of a text that is read or heard.	Identify the main event of a story with visuals using gestures or words with support.	Identify the main event and major characters of a story with visuals using words or phrases with support.	Identify the main event and major characters of a story with prompts and visuals using simple sentences.	Identify the main event, major characters, and setting of a story with visuals.	Identify the main event, major characters, setting, and basic plot of a story with visuals.
5. Interpret text using a sequencing reading strategy.	Respond to promptings about a story using pictures in sequence.	Sequence a series of pictures to tell a story.	Sequence a series of pictures with words or phrases to tell a story.	Sequence simple sentences with pictures to tell a story.	Sequence short sentences to tell a story.

Grades 1-2

Standard IV: Writing – Compose and communicate ideas through writing.

Objective 1: Create and use representations to organize and communicate ideas.

Expectations	P	E	I	A	F
1. Write the alphabet accurately.	Recognize and trace letters of the alphabet with visual support.	Write the lower-case letters of the alphabet with visual support.	Write the letters of the alphabet using upper-case letters with support.	Distinguish between upper- and lower-case letters without support.	Write the alphabet using upper- and lower-case letters accurately.
2. Record, graph, and report observations.	Does not apply to Pre-Emergent 1-2 level.	Label graphs or pictures with assistance.	Label graphs or pictures.	Create and label graphs and write word lists without support.	Record brief explanations of observations using a template.

Grades 1-2

Standard IV: Writing – Compose and communicate ideas through writing.

Objective 2: Express ideas to peers, teachers, and others through written language.

Expectations	P	E	I	A	F
1. Write for a purpose and share products.	Does not apply to Pre-Emergent 1-2 level.	Copy words commonly used in the classrooms with assistance.	List the events or characters from a simplified vocabulary story read by the teacher or read independently.	Write simple sentences about an event or character from a simple story read by the teacher or read independently.	Write sentences from personal experiences and share products (e.g., small groups, whole class, and teacher).
2. Write original phrases and simple sentences.	Use pictures to demonstrate ideas after instruction and with support.	Create and label illustrations that demonstrate comprehension of a selection.	Write original responses using short phrases demonstrating comprehension.	Write a response to text in simple sentences demonstrating comprehension.	Produce independent writing using grade-level content language (e.g., math, science, and language arts).
3. Explain answers in writing.	Does not apply to Pre-Emergent 1-2 level.	Draw and label a picture to respond to an oral prompt.	Use a template or an example of an explanation in writing as a model to create a response.	Write short sentences using a writing template or examples as a model.	Explain answers in writing by responding accurately to what is written.

Grades 3-6

Standard I: Listening – Comprehend and interpret the spoken language of others.

Objective 1: Identify specific purposes for listening and respond appropriately.

Expectations	P	E	I	A	F
1. Listen to others to gain information.	Recognize and match words to a picture.	Listen to and identify a pattern or description in a story.	Identify main idea in a word problem posed in math, science, or language arts (e.g., hypotheses, theory, or paragraph) from choices with extra support.	Make inferences from oral speeches and classroom lectures.	Make inferences from an academic (e.g., math, science, language arts) text or classroom discussion.
2. Listen and make comparisons and/or inferences from statements or questions expressed orally.	Listen to, compare, and make inferences about words in a picture dictionary.	Listen to, comprehend, make inferences about, and compare similarities and differences in a story or text.	Interpret and make inferences from an academic text (e.g., math, science, and language arts) read orally.	Interpret, infer, and compare similarities and differences in an academic (e.g., math, science, and language arts) text read orally.	Interpret, question, and make inferences while participating in academic discussions.
3. Respond to commands and directions.	Respond to commands and directions supported by visuals and modeling.	Respond to one-step oral classroom directions (e.g., go to the board, open your book, stand in line).	Listen and follow at least two-step classroom directions.	Follow the sequences in verbal directions with limited teacher or peer support.	Respond to classroom instructions and follow teacher's and peers' directions.

Grades 3-6

Standard I: Listening – Comprehend and interpret the spoken language of others.

Objective 2: Listen to others to clarify, question, and extend.

Expectations	P	E	I	A	F
1. Listen to the words and ideas of others.	Listen to and understand a few words in small group discussions.	Listen to others in discussions and respond in one or two words.	Comprehend familiar and unfamiliar topics with some visual support.	Listen critically and understand the purpose of listening (e.g., to obtain information, to solve problems).	Comprehend and interpret subtle nuances and inferences in spoken language.
2. Seek and weigh evidence before drawing conclusions.	Listen to and understand a few words describing evidence.	Create a picture or mark a correct response that shows comprehension of evidence or conclusions in a selection.	Mark or write a response that shows comprehension of evidence or conclusions in a selection.	Identify the main evidence points of a text that is read aloud by drawing conclusions.	Identify the main points of texts that are read aloud, and respond to the evidence and conclusions drawn from selected information.
3. Clarify information and express opinions.	Respond to basic questions for clarifying information (e.g., “Is this correct?”) with modeling and support.	Respond to statements of opinion in basic conversations (e.g., Finish this: “I like ... and I dislike ...”).	Ask and answer factual questions in complete sentences to clarify information.	Ask and answer questions using social and classroom academic language in complete simple sentences to express an opinion.	Restate in simple form the main idea of an academic text for clarifying information and express an opinion using subject matter content (math, science, and language arts) language.

Grades 3-6

Standard II: Speaking – Formulate and communicate ideas effectively to others.

Objective 1: Use academic language to express ideas coherently and clearly to others.

Expectations	P	E	I	A	F
1. Use academic vocabulary to describe concepts. (e.g., infer, control, temperature, misconception, distance, product, factors, variable, perimeter, environment predict, consequences, compare, flexibility, muscle, fat, heart, pulse, fitness, illness, disease).	Use gestures and one-word responses to express understanding or lack of understanding.	Use familiar academic concepts in short phrases (e.g., size, color, shape, location, water cycle, addition and subtraction) individually or in a short presentation (e.g., small groups, scripted presentations, pictures).	Use and classify academic concepts (e.g., number sentences, community, measurements, and story elements).	Converse and describe academic concepts with academic content language in compound sentences.	Converse in social and academic classroom discussions using expanded academic language with idiomatic expressions, descriptive words, and paraphrasing.
2. Generate and respond to questions about objects, events, and processes.	Use gestures and one-word responses to answer questions.	Ask questions of peers or teachers using single words or short phrases and content academic language.	Ask and respond to questions using phrases and/or simple sentences and content academic language.	Ask and respond to questions using complete sentences and content academic language.	Ask questions related to what is read or spoken in the classroom, using complex ideas and content academic language.
3. Explain and justify reasoning and conclusions.	Use gestures and one-word responses to participate in a simple conversation.	Demonstrate reasoning by orally using phrases or short sentences.	Use subject-related information and academic content language to justify reasoning in short phrases or simple sentences.	Draw conclusions about past experiences using descriptive words, academic language, and paraphrasing.	Explain past experiences using expanded academic language by paraphrasing to build a persuasive speech.

Grades 3-6

Standard II: Speaking – Formulate and communicate ideas effectively to others.

Objective 2: Speak in a variety of situations for various purposes and audiences.

Expectations	P	E	I	A	F
1. Engage in conversations with others.	Repeat words and phrases in simple conversations.	Respond to social greetings and in classroom interactions using one or two words.	Formulate ideas in social and academic interactions using short sentences and phrases.	Discuss content topics/concepts using academic and social language with peers and others to formulate ideas for a variety of purposes and audiences.	Engage audiences in discussions relating to social and academic concepts (e.g., presentations, questions, demonstrations).
2. Express needs, feelings, or ideas.	Produce gestures, sounds, and words to communicate basic needs in social settings.	Answer yes/no questions about needs, feelings, and ideas.	Express feelings and ideas in social and academic interactions.	Express needs, feelings, and ideas in complete sentences.	Relate feelings about an experience by telling a story.
3. Support positions with evidence.	Does not apply to Pre-Emergent 3-6 level.	Ask and answer in a few words factual questions (e.g., what, where, when, why).	Demonstrate understanding of the difference between positions and provide evidence.	Make statements taking a position from a content topic and supporting it with evidence.	Speak in a variety of situations supporting positions by expanding evidence using academic content language.

Grades 3-6

Standard III: Reading – Comprehend and develop word knowledge and concepts from text.

Objective 1: Decode and spell words with increased vocabulary knowledge and appropriate usage.

Expectations	P	E	I	A	F
1. Phonetically decode print.	Recognize letters and sounds.	Recognize and sound out simple written words.	Match spoken words with print, demonstrating comprehension of phonics and decoding.	Decode, read and interpret academic written language.	Comprehend concrete and abstract academic text about familiar content using phonics, and decoding.
2. Use structural analysis to support decoding. (e.g., prefixes, suffixes, roots, syllables).	Recognize word structure by pointing to a word or word part (e.g., roots, suffixes, and prefixes).	Demonstrate knowledge of consonants, consonant blends, and syllable structure to determine meanings of words.	Decode words using word parts (e.g., syllables, word parts).	Demonstrate knowledge of syllable structure by using roots, suffixes, and prefixes.	Use structural analysis to read and comprehend unfamiliar words.
3. Identify and read symbols and numerals in text.	Distinguish between numerals and other symbols.	Locate the answers to simple, factual questions using academic content language, symbols, and numerals.	Locate specific information in advertisements, timetables, and menus (e.g., \$, 3:00, N.,) and isolate the information required for an academic task (e.g., What time should I catch the bus to school?).	Determine the content and relevance of academic text by using numerals and other symbols to locate specific information or to fulfill a specific task (e.g., In math, isolating the numbers needed for solving a problem).	Identify the purpose, content, and relevance of details (e.g., what needs to be included on a map) using numerals and other symbols in an academic text to locate specific information or to fulfill a specific task.

Grades 3-6

Standard III: Reading – Comprehend and develop word knowledge and concepts from text.

Objective 2: Comprehend academic language and text with understanding.

Expectations	P	E	I	A	F
1. Comprehend information in a variety of genres.	Understand content of simple material or short story with visual support.	Use background knowledge to comprehend information contained in a variety of texts using pictures.	Demonstrate understanding of content in short descriptions from academic text with pictures.	Demonstrate interpretation and correct analysis of literature by identifying different characters, settings, and plot in simple literary text.	Interpret and produce literary and technical text using academic content language (e.g., identify finer points of details, including attitudes and implied or stated opinions).
2. Comprehend vocabulary and correct usage.	Demonstrate comprehension of simple content language by matching pictures and words.	Use modeled reading strategies to demonstrate comprehension of content language.	Demonstrate comprehension of academic content language (e.g., headings, titles, and schedules) related to vocabulary used in meaningful academic context.	Demonstrate understanding of academic content language in short summaries.	Use resources (e.g., illustrations, diagrams) in grade-level text to draw conclusions and make inferences and generalizations.
3. Make inferences based upon text.	Recognize inferences in text with support.	Ask and answer simple questions to clarify understanding of inferences.	Recognize the format differences (e.g., narrative, expository, chronological) in academic content language texts and make inferences based on this recognition.	Read and make inferences using grade-level academic content language in texts (e.g., math, science, language arts).	Rephrase, explain, revise, and expand information from grade-level text to check comprehension.

Grades 3-6

Standard IV: Writing – Compose and communicate ideas through writing.

Objective 1: Create and use representations to organize and communicate ideas.

Expectations	P	E	I	A	F
1. Prepare to write by gathering and organizing ideas.	Develop ideas for writing by selecting pictures, charts, and graphs.	Identify and label procedures organizing them for writing.	Use strategies (e.g., graphic organizers, outlines) to organize information before writing.	Use strategies (e.g., graphic organizers, outlines) to organize information, main ideas, and supporting details for writing.	Use planning, gathering, organizing, and strategies (e.g., graphic organizers, outlines) to prepare information and ideas for written grade-level presentations.
2. Use reference materials to gather and write information (e.g., dictionaries, thesauruses, encyclopedias, Internet resources).	Use graphic organizers or charts to record information with teacher modeling.	Use prior knowledge to locate and interpret information using glossaries, indexes, and Internet resources.	Write simple explanations across all content areas using reference material.	Write stories, letters, simple explanations, and reports across all content areas, using references and proper grammatical construction.	Use available technology to write stories, letters, explanations, and reports across all content areas, using references and proper grammatical construction.
3. Report observations from assigned academic tasks (e.g., choose the main idea, compare and contrast, sequence information) and communicate ideas through writing.	Use pictures to record and interpret observations.	Write simple observations to convey information with assistance.	Write simple observations to convey information.	Summarize observations in writing on content topics and identify the main idea and some supporting details.	Summarize observations in writing and identify the main idea with some supporting details and key academic concepts of subject matter content.

Grades 3-6

Standard IV: Writing – Compose and communicate ideas through writing.

Objective 2: Express ideas to others through written language.

Expectations	P	E	I	A	F
1. Develop clear ideas with supporting details.	Does not apply to Pre-Emergent 3-6 level.	Focus on a central idea, and organize information for writing with support.	Use a graphic organizer to show the relationship between the main idea and the supporting details identified by the student.	Show a central idea and develop a plan for writing and organizing ideas with a topic and purpose.	Show a central idea, develop a plan for writing with supporting details, and revise writing for clarity.
2. Write narrative and expository text.	Write words or phrases based on illustrations or other visual support.	Combine sentences to create a simple narrative text with support.	Write a simple narrative or expository text.	Write stories, letters, simple explanations, and short reports across content areas, adding conventions and transition words.	Write stories, letters, simple explanations, and short reports across content areas, using complex sentence structures.

Grades 7-8

Standard I: Listening – Comprehend and interpret the spoken language of others.

Objective 1: Identify specific purposes for listening to others' ideas and respond appropriately.

Expectations	P	E	I	A	F
1. Listen to the ideas of others to gain information and make inferences.	Listen to and match ideas of others to pictures or words with support.	Listen to and match ideas of others to pictures or words with minimal support.	Listen to the ideas of others to gain information and make inferences.	Summarize the ideas of others by listening and making inferences.	Identify main ideas by listening to lectures and peers' presentations to make inferences.
2. Distinguish between factual statements and inferences.	Does not apply to Pre-Emergent 7-8 level.	Identify fact and opinion with visual support and guided practice.	Categorize fact and fiction from oral statements and make inferences from classroom activities.	Distinguish between factual statements and inferences by evaluating and selecting information from oral speech, discourse, and conversations.	Analyze the effect of factual statements and inferences in lectures, presentations, and school activities.
3. Respond to commands and directions.	Respond nonverbally to teacher's commands for classroom instructions (e.g., "Open your books to page 34. Get in groups of three").	Follow multi-step directions and commands related to classroom interactions.	Follow commands and directions by listening and analyzing what is heard.	Respond to commands by paraphrasing, summarizing, or following directions.	Respond by analyzing idiomatic and figurative language (e.g., hyperboles, metaphors) after instruction.

Grades 7-8

Standard I: Listening – Comprehend and interpret the spoken language of others.

Objective 2: Listen to peers, teachers, and others to clarify, question, and extend conjectures (e.g., supposition, guess, assumption, inference).

Expectations	P	E	I	A	F
1. Listen to the ideas of others.	Match words and ideas represented by objects or illustrations.	Match ideas from different types of listening assignments to visual representations with support.	Follow short, predictable discourse in social and academic content area discussions.	Identify main ideas and implications from academic discourse (e.g., speeches, presentations, lectures, web conferences and video conferences).	Evaluate point of view of speakers in small groups in social and academic content area discussions.
2. Use a variety of strategies for solving problems (e.g., analyzing, classifying, comparing).	Identify elements, models, or diagrams according to oral directions.	Classify short descriptions using visual support.	Arrange information based on sequential oral directions.	Analyze and reproduce an illustrated and orally presented process.	Evaluate an orally presented process.
3. Analyze and extend conjectures (e.g., supposition, guess, assumption, inference, speculation, and hypotheses).	Does not apply to Pre-Emergent 7-8 level.	Identify conjectures from a discussion or conversation.	Demonstrate understanding of a conjecture by listening to discussions, conversations, or lectures, and respond to multiple-choice or fill-in-the-blank activities.	Listen to discussions, conversations, lectures, and debates, and extend a heard conjecture by expressing opinions.	Analyze and extend conjectures by listening to a lecture.

Grades 7-8

Standard II: Speaking – Formulate ideas and communicate ideas effectively to others.

Objective 1: Use academic language to express ideas coherently and clearly to peers, teachers, and others.

Expectations	P	E	I	A	F
1. Use academic vocabulary to describe concepts (e.g., generalize, conclude, hypothesis, theory, evidence, inference, predict, analyze, investigate, solve, explain, intensity, fats, proteins, duration, coordination, endurance, strength, vigorous).	Use gestures and one-word responses to communicate and express understanding.	Demonstrate understanding of academic concepts by answering simple questions with support.	Contribute orally to classroom academic discussions.	Describe a person, object, or situation in some detail, using the appropriate academic content language in a short oral presentation.	Orally lead classroom academic discussions.
2. Employ precise academic language to express ideas (e.g., equation, solution, variable, ratio, proportion).	Repeat short patterns of words and phrases.	Contribute to classroom and academic discussions by giving simple responses.	Analyze and explain in sequence an equation, a story problem, a literary passage, or the results of an experiment.	Explain orally, using academic content language, the possible outcomes, cause and effect, and experiment results.	Prepare and deliver a speech defending a point of view that is organized and uses precise, descriptive vocabulary.
3. Discuss possible outcomes of investigations.	Respond in short patterns of words and phrases.	Discuss a narrative passage or experience using sequence and detail.	Explain orally the possible outcomes of change.	Analyze and explain a process to focus on the results or outcomes.	Prepare and deliver a speech defending a point of view.

Grades 7-8

Standard II: Speaking – Formulate ideas and communicate ideas effectively to others.

Objective 2: Speak in a variety of situations for a variety of purposes and audiences.

Expectations	P	E	I	A	F
1. Paraphrase classroom discussions, restating key ideas.	Repeat classroom directions with visual support.	Restate or rephrase information given in a content area discussion (e.g., directions, a process).	Restate academic material that has been read or discussed.	Paraphrase by using academic content language in classroom discussions.	Expand academic vocabulary by explaining or restating.
2. Respond to humor in conversation.	Begin to use common sayings and slang with peers.	Respond to humorous expressions in a variety of contexts.	Retell a humorous story for an appropriate setting and audience.	Express humor using word plays, jokes, and riddles.	Express content language, showing understanding of humor.
3. Speak clearly, using appropriate grammatical structures, while engaging in classroom discussions.	Listen to conversations and imitate classroom speech with appropriate grammar after modeling.	Take turns when speaking and participating, with some grammatical errors.	Use questions and statements to request assistance to complete a task, using appropriate grammatical structures.	Analyze and explain a process using correct grammatical structures to focus on the results or outcomes.	Use appropriate language and grammatical structures for self-monitoring to negotiate communication and reach consensus.

Grades 7-8

Standard III: Reading – Comprehend and interpret concepts from text.

Objective 1: Decode and spell words with increased vocabulary knowledge and appropriate usage.

Expectations	P	E	I	A	F
1. Comprehend word meaning, phonetically decode and spell.	Distinguish among sounds that are similar and different.	Distinguish between similarly spelled words like angel and angle, geometry and geography with support.	Use decoding skills to spell and comprehend meaning.	Decode words to determine meanings, interpret concepts, and express vocabulary knowledge.	Read and interpret academic text by using decoding and word comprehension skills.
2. Use knowledge of word origins to support reading and spelling.	Does not apply to Pre-Emergent 7-8 level.	Use knowledge of vocabulary to understand reading.	Use prefixes and suffixes to decode the content language (e.g., mathematics: bisect means cut in two equal pieces).	Apply word origins knowledge to comprehend text.	Use knowledge of word origins to scan, skim, and comprehend academic text (e.g., math, science, language arts).
3. Develop vocabulary knowledge and correct usage of academic terms (e.g., hypothesis, cell, organism, line, graph, equation, solution, sum, factor, continents, government, constitutional law, revolution).	Identify objects and pictures using academic vocabulary with support.	Classify objects, pictures, and concepts from academic texts using correct vocabulary.	Make predictions about academic text using knowledge of vocabulary and usage.	Expand expressive language by using vocabulary from oral reading of texts, lectures, and presentations.	Compare/contrast relationships that verify or contradict hypotheses as described in content areas, using correct vocabulary.
4. Extend vocabulary knowledge and usage (e.g., theory, data, generalize, investigate, predict, chronology, context, culture).	Does not apply to Pre-Emergent 7-8 level.	Recognize differences between language used with peers and with adults.	Determine the intended meaning of words in simple text using context clues.	Use the appropriate language for reading selections to extend vocabulary usage.	Determine the meaning of figurative language, including similes, in content text.

Grades 7-8

Standard III: Reading – Comprehend and interpret concepts from text.

Objective 2: Evaluate academic language and text with understanding and fluency.

Expectations	P	E	I	A	F
1. Increase fluency when reading aloud while recognizing numerals and other symbols.	Match pictures to demonstrate recognition of numerals and other symbols.	Match pictures and phrases using academic language to improve fluency.	Express symbols such as + and - as words like add, sum, subtract, and difference while reading fluently.	Translate symbols fluently into the corresponding words as the text is read aloud.	Evaluate readings by reading aloud fluently, recognizing symbols and numerals in academic text patterns.
2. Connect academic tasks of processes and interpretation.	Identify data from texts with support.	Match text features with assignments. Label the term corresponding to a given definition.	Identify processes and procedures by sequencing and classifying.	Identify processes presented in academic texts.	Use prior knowledge to evaluate new information in academic texts.
3. Summarize reading and generate key questions about text.	Does not apply to Pre-Emergent 7-8 level.	Identify key questions about the text using visual support.	Answer comprehension questions based on information contained in text (e.g., capitalization, punctuation, paragraph structure, format).	Identify the main idea, key words, and important details in text and answer related questions.	Extract, interpret, and summarize information found in academic texts.
4. Recognize a variety of text structures and identify the purposes for reading different texts.	Match pictures to texts and symbols.	Distinguish reading purposes using different text structures with teacher and visual support.	Locate important information for different reading purposes such as vocabulary words or examples using a variety of text structures in academic texts.	Identify and interpret a variety of texts using knowledge of text structure and reading purposes.	Distinguish, match, and recognize a variety of text structures to identify academic text purposes.

5. Summarize the main idea and critical details of text.	Does not apply to Pre-Emergent 7-8 level.	Identify the main idea in brief text read orally using pictures.	Identify the main idea and some supporting details in brief text read aloud with visuals.	Summarize the main idea and some critical details in brief text written or orally.	Summarize the main idea and some critical details in brief text written or orally.
6. Analyze characters, setting, and plots in text.	Does not apply to Pre-Emergent 7-8 level.	Identify the main characters and basic sequence of events in simple stories read aloud with visuals.	Describe the main characters, setting, and basic sequence of events in simple stories read or heard with visuals.	Distinguish between the main characters and minor characters in stories read or heard with visuals.	Analyze the plot development, including types of conflict, in a story.

Grades 7-8

Standard IV: Writing – Compose and communicate ideas through writing.

Objective 1: Create and use representations to organize and communicate ideas.

Expectations	P	E	I	A	F
1. Attend to writing mechanics (e.g., capital letters, periods, question marks, exclamation marks, commas).	Recognize writing mechanics with visual support from teachers.	Produce simple text using writing mechanics with assistance.	Produce text using writing mechanics.	Apply writing mechanics to compose and communicate ideas in writing.	Create and attend to writing mechanics to organize and communicate ideas in writing.
2. Record, interpret, and represent data accurately using the appropriate graph, data table, pictorial, or scale drawings.	Identify data with visuals and teacher's support.	Record the elements of data with peers' and teacher's support.	Record and interpret tables or graphs from an experiment or by gathering data.	Record and interpret data by communicating ideas in writing.	Evaluate, display, and represent data accurately in writing using graphs and tables.
3. Explain and/or illustrate problem-solving processes using diagrams, words, or mathematical symbols.	Draw and label charts using information given with visual support.	Estimate outcomes using phrases.	Describe in phrases or simple sentences a problem-solving process.	Compare possible combinations or outcomes using sentences.	Explain and justify in paragraph form the solutions to given problems.

Grades 7-8

Standard IV: Writing – Compose and communicate ideas through writing.

Objective 2: Express ideas to peers, teachers, and others through written language.

Expectations	P	E	I	A	F
1. Develop clear ideas with supporting details.	Does not apply to Pre-Emergent 7-8 level.	Write main ideas and supporting details with visual support and/or templates.	Write clear ideas with supporting details with simple sentences in narrative text.	Produce classification and/or comparison and contrast paragraphs after instruction.	Develop clear ideas with supporting ideas for grade-level writing requirements.
2. Write narrative, expository, and persuasive text.	Identify simple narrative, expository, and persuasive text by following written samples after instruction.	Write short examples of narrative, and descriptive text with teacher's and peers' support.	Develop narrative and argumentative ideas to express opinions to peers and teachers through writing with some grammatical errors.	Use narrative, expository, or persuasive writing to express ideas.	Develop and use narrative, expository, or persuasive writing to express ideas.

Grades 9-12

Standard I: Listening – Comprehend and interpret the spoken language of others.

Objective 1: Identify specific purposes for listening to others' ideas and respond appropriately.

Expectations	P	E	I	A	F
1. Listen to the ideas of others to gain information and make inferences.	Comprehend and follow simple instructions and activities given visual support.	Comprehend and follow short routines and instructions given with visual support and context clues.	Interpret opinions of others by asking clarifying questions and listening carefully to the answers.	Respond to requests for facts and explain some inferred meanings in oral discourse about academic topics.	Demonstrate comprehension by paraphrasing and summarizing ideas in conversations and academic presentations.
2. Maintain an open and questioning mind toward ideas and alternative points of view.	Demonstrate listening comprehension by responding to requests and/or questions with visual support.	Demonstrate comprehension by restating the purpose of simple conversations regarding classroom activities.	Distinguish fact from opinion with contextual support and clarification.	Respond to requests for facts and evaluate opinions and attitudes in a broad range of persuasive or expressive academic topics when working in pairs or small groups (e.g., taking notes, listening, arguing, and defending a point of view).	Negotiate and manage interaction to reach a consensus by participating in informal debates and conversations. Solve problems in multiple ways.
3. Respond appropriately to commands and directions that are presented in chronological as well as thematic order.	Understand and follow verbal and nonverbal instructions and procedures such as safety instructions with visual support.	Respond to directions by following instructions using both verbal and non-verbal cues (e.g., distance apart, facial expressions).	Comprehend and follow multiple-step instructions for familiar procedures or processes.	Demonstrate understanding by following instructions and taking notes to participate in classroom activities.	Paraphrase and summarize ideas using chronological order, comparison and contrast, and cause and effect in formal and informal presentations.
4. Consider and understand questions, formulate dialogues, and argue different points.	Respond to social comments and greetings with simple responses or non-verbal gestures.	Respond to questions. Begin to initiate dialogue.	Solve problems in multiple ways. Seek different methods to solve problems.	Apply knowledge by formulating questions and establishing dialogues to take a stand on a topic.	Evaluate the quality of an argument and different points of view.

Grades 9-12

Standard I: Listening – Comprehend and interpret the spoken language of others.

Objective 2: Listen to peers, teachers, and others to clarify, question, and extend conjectures (e.g., supposition, guess, assumption, inference).

Expectations	P	E	I	A	F
1. Listen to the ideas of others.	Comprehend a limited number of words and simple phrases in conversations when spoken slowly, with rephrasing and repetition and visual support.	Follow short, predictable discourse on familiar subjects including events, routines, people, and invitations with support.	Identify the purpose, main idea, supporting details, and key words of content area presentations.	Make generalizations, draw conclusions, and predict outcomes from reports of events, or detailed descriptions of people, places, or things.	Evaluate the logic in extended general interest conversations and academic presentations.
2. Collaborate and work effectively with others to generate solutions.	Participate in cooperative groups, verbally and non-verbally.	Take part in role-playing, employing familiar situations and learned language.	Participate in activities to obtain information by interacting with English-speaking peers using academic language.	Negotiate own role, position, assignment, or status in discussions (e.g., interviews, summaries, tutoring).	Apply academic language skills in practical settings (e.g., interpersonal conflict situations, evaluation of persuasive messages).
3. Evaluate claims against available evidence (e.g., scientific or historical arguments).	Listen to and use feedback in specific classroom behaviors or tasks with support and modeling.	Begin to compare and contrast information with visual support (e.g., graphic organizers, charts, tables, and pictures).	Use note-taking skills to evaluate main ideas and supporting details in interviewing peers and oral presentations (e.g., maps, charts, timelines, graphs).	Evaluate different genres used to analyze problems and solutions. Identify the relationship among two or more ideas or other textual elements.	Analyze content to determine the appropriate language to use.

Grades 9-12

Standard II: Speaking – Formulate ideas and communicate ideas effectively to others.

Objective 1: Use academic language to express ideas coherently and clearly to peers, teachers, and others.

Expectations	P	E	I	A	F
1. Use academic vocabulary to describe concepts. (e.g., assumption, interpret, ethical, replicable, precision, skeptical, factor, polynomial, data set, chronological, historical issues, rough, collar).	Use gestures and other nonverbal methods of communication to express understanding. Identify by name a few familiar objects, people, and events.	Contribute to academic classroom discussions by asking/answering simple questions.	Contribute orally to academic classroom discussions by questioning, making predictions, and summarizing in simple sentences.	Convey information effectively by using connected discourse with natural and varied vocabulary.	Prepare and deliver a short oral report in a content area and effectively convey the information in connected discourse with natural and varied vocabulary.
2. Discuss possible outcomes of investigations.	Does not apply to Pre-Emergent 9-12 level.	Respond in short patterns of words and phrases.	Respond in simple sentences about a narrative passage or experience using sequence and detail.	Explain orally the possible outcomes of change using the appropriate academic language (e.g., debate, discussion).	Analyze and explain a process (e.g., how a bill becomes a law) to focus on the results or outcomes.
3. Organize and consolidate thinking and planning to create speech by using class and group discussions and oral presentations.	Use manipulatives and illustrations to verbally demonstrate understanding of an academic concept.	Participate as a speaker in small group activities to obtain information by rephrasing for clarity.	Paraphrase academic conversations by asking or responding to questions and providing advice and suggestions using appropriate content language.	Summarize, initiate, and contribute to discussions by using a variety of strategies (e.g., drawing inferences).	Interact with others to coordinate academic discussions using a variety of strategies to keep the discussion on topic. Negotiate solutions to problems and disputes in order to complete a speaking task.

Grades 9-12

Standard II: Speaking – Formulate ideas and communicate ideas effectively to others.

Objective 2: Speak in a variety of situations for a variety of purposes and audiences.

Expectations	P	E	I	A	F
1. Paraphrase discussions, restating key ideas, making comparisons, and analyzing expectations.	Does not apply to Pre-Emergent 9-12 level.	Ask and/or respond to basic instructional questions on the content presented (e.g., who, what, when, where, why) using words and phrases.	Restate or rephrase information given in a content area discussion (e.g., directions, a process).	Summarize verbally academic material that has been read or discussed, using graphic organizers and outlines.	Expand academic vocabulary by explaining or restating idiomatic speech.
2. Distinguish the range of humorous expressions and use them appropriately in a variety of contexts.	Begin to use common sayings and slang with peers.	Explore alternate ways of expressing oneself (e.g., using humorous expressions in a variety of contexts).	Relate personal experiences, stories, and jokes to family members, friends, and peers.	Use contextual clues to distinguish purpose in humor.	Recognize and use irony, sarcasm, and ambiguity by taking risks with language, showing knowledge of malapropisms, oxymorons, idioms, and other language that displays humor.
3. Monitor own comprehension and understanding of topic and respond purposefully when comprehension breaks down or understanding is faulty.	Participate with gestures in oral discussions.	Participate in oral discussions using simple phrases.	Use questions and statements to request assistance to complete a task.	Rephrase using written and spoken resources to prevent misunderstanding.	Use appropriate language for self-monitoring (e.g., think aloud, reiterate, restate, self-correct) to negotiate understanding and to communicate to reach consensus.

Grades 9-12

Standard III: Reading – Comprehend and interpret concepts from text.

Objective 1: Decode and spell words with increased vocabulary knowledge and appropriate usage.

Expectations	P	E	I	A	F
1. Phonetically decode and spell compound words and words specific to various academic fields.	Distinguish initial, medial, and final sounds in single-syllable words. Recognize letters in the English alphabet in context.	Recognize the new written word when a specified phoneme is added, changed, or removed. Generate sounds from letters and letter patterns.	Use knowledge of word order (syntax) and context to confirm decoding.	Recognize and use knowledge of inflectional endings, contractions, and stress patterns.	Demonstrate command of sound/symbol relationships and basic word formation rules in phrases, sentences, and text.
2. Use advanced knowledge of word origins to support reading and spelling.	Does not apply to Pre-Emergent 9-12 level.	Recognize the meanings of some common prefixes when attached to academic vocabulary.	Recognize and determine the meanings of compound words by understanding the definition of each word.	Demonstrate knowledge of root words and affixes to determine the meanings of unknown grade-level content words.	Determine the meanings of grade-level words with multiple meanings using word, sentence, and paragraph clues.
3. Develop and extend vocabulary knowledge and usage (e.g., theory, data, generalize, investigate, predict, ethical, replicable, chronology, context, culture).	Recognize differences between language used with peers and with adults.	Determine the intended meaning of words in simple text using context clues.	Use the appropriate language for reading selections to extend vocabulary usage.	Determine the meaning of figurative language, including similes in content text.	Use knowledge of context and text structure to complete academic tasks.

Grades 9-12

Standard III: Reading – Comprehend and interpret concepts from text.

Objective 2: Evaluate academic language and text with understanding and fluency.

Expectations	P	E	I	A	F
1. Increase fluency when reading aloud while recognizing symbols and numbers.	Read aloud short familiar phrases with fluency (e.g. accuracy, expression, appropriate phrasing), after visual support or modeling, in pairs or small groups.	Use knowledge of vocabulary to read simplified passages independently.	Read aloud, applying knowledge of vocabulary, symbols, and numbers to increase fluency.	Use knowledge of affixes, root words, and increased vocabulary in literature and content area texts while reading aloud.	Read aloud with appropriate pacing, intonation, and expression by differentiating between narrative and expository texts.
2. Connect prior knowledge to new information.	Identify by name familiar objects found in a variety of cultures.	Use visual cues and manipulatives to make connections between prior knowledge and new information.	Compare characters or analyze plot and narrators in a new story compared to one previously read.	Compare and contrast stories on current events or issues in different time frames or settings by responding to open-ended questions.	Compare and contrast stories or editorials on current events or issues from a different perspective or point of view.
3. Answer and create literal and inferential questions.	Use information to answer literal questions, using visuals and key words from text.	Answer comprehension questions based on literal information contained in texts.	Respond to and create questions that identify the purpose of the author by comparing text to real-life situations.	Identify the purpose, main idea, key words, and important details in text that requires a level of inference.	Draw inferences and revise thoughts and conclusions based on information from text and discussions.
4. Generate critical questions about text before, during, and after reading.	Does not apply to Pre-Emergent 9-12 level.	Identify facts and critical questions on text from pictures, sentences, titles, and key vocabulary.	Compare/contrast information between and among texts using graphic organizers, charts, and tables to generate critical questions.	Make generalizations and inferences, explicitly and implicitly, to analyze the author's purpose.	Generate critical questions to interpret the author's purpose and evaluate the validity of the information.

Grades 9-12

Standard IV: Writing – Compose and communicate ideas through writing.

Objective 1: Create and use representations to organize and communicate ideas.

Expectations	P	E	I	A	F
1. Use writing conventions (e.g. commas, colons, semicolons, parentheses, correct mathematical notation).	Produce some writing using familiar words or words and conventions posted and commonly used in the classroom.	Accurately write numerals, letters, words, short phrases, and sentences for personal use or to complete a short writing task.	Using a writing template, complete a short writing task independently.	Use a writing rubric to participate in peer editing.	Communicate ideas clearly in writing to produce appropriate, grade-level writing samples.
2. Create various types of graphic organizers and ways of displaying data and information for the outcome of organization of information.	Label a simple chart or table that displays data with visual support or teacher modeling.	Use a graphic organizer that summarizes information from a simple text.	Use a template to organize material to support a thesis statement in a persuasive discussion.	Use a Venn diagram or other graphic organizer to agree or disagree and argue about an issue.	Write a paragraph or essay using information from charts, tables, and other graphic organizers to express a position on an academic issue or current event.
3. Use logical reasoning and proof to support conjectures (e.g., supposition, guess, assumption, inference).	Use single words, visual support, or non verbal communication to communicate a position.	Distinguish between fact and opinion by labeling key words and phrases for a visual representation of a topic for presentation.	Determine about the purpose and main idea of a text and the author's position on the subject.	Produce a paragraph or essay expressing agreement or disagreement using relevant evidence (e.g., facts, quotations, and expressions of commonly accepted beliefs) to clarify and defend a position.	Write an argument to clarify and defend a position with precise and relevant evidence (e.g., facts, expert opinion, quotations, and logical reasoning).

Grades 9-12

Standard IV: Writing – Compose and communicate ideas through writing.

Objective 2: Express ideas to others through writing language.

Expectations	P	E	I	A	F
1. Develop clear ideas with supporting details.	Relate short messages by drawing, using imitative writing, or writing key, self-selected words.	Use sentences to indicate specific data, facts, and ideas expressed.	Write the sequence of events or steps using clear references and clear vocabulary.	Develop in writing a sequence of events using a thesis statement, appropriate organization, clear references, and a clear concluding statement.	Organize information and ideas for written presentation by evaluating the relevance, value, and significance of data.
2. Write narrative, expository, and persuasive text.	Write words or phrases based on illustrations or other visual support.	Use the writing process to write short personal experience narratives that contain the development of main ideas and supporting details.	Write short narratives that show organization that has an identifiable beginning, middle, and ending, and places the information in a sensible order.	Use the writing process to create narratives and informational reports that contain clear and focused main ideas and supporting detail, sequencing, language appropriate to audience and purpose, and a variety of sentence structures.	Use the writing process to create essays in various genres that contain clear and focused ideas supported with details; a clear, coherent organization with transitions; effective language; and complex sentence structure.

1. Synthesize and cite information from a variety of sources to support writing (e.g., the outcomes of experiments, a synthesis of historical research).	Copy information from dictionaries and other basic reference materials needed to complete a class project.	Collect information and organize notes on a given topic from a variety of appropriate sources, using learning strategies, with support, such as graphic organizers or outlines.	Use research skills on academic topics using a broad range of reference materials, and record relevant information in own words using independent learning strategies.	Cite resources, select and organize relevant data, identify relationships between facts, and develop a logical argument to support conclusions.	Cite and synthesize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information, and synthesizing ideas.
2. Explain problem-solving processes using diagrams, words, and mathematical symbols.	Identify steps in problem solving using realia or visual support.	Sequence steps in problem-solving using technology or visual support (e.g., calculators). Describe operations that apply to problem solving (e.g., determining the slopes of lines).	Select and describe problem-solving methods and tools to address everyday experiences by sequencing the steps in problem solving.	Describe two or more approaches to solving a problem (e.g., the same math problem) by collecting, organizing, displaying, and interpreting data and applying findings to other situations.	Justify and defend solutions to real-life situations by selecting problem-solving methods and tools from reading of grade-level text.